

Course Assessment– Part B: Your Results & Analysis

#70

Your Email *

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PHL 201 Philosophy – Noonan

Results

1a. Report the outcome achievement data gathered via the assignments, test, etc. you identified in question 3 of your Part A. *

I used five assessment tools in Phil 201. The findings are reported below:

1. Study Question & REAP assignments: total point award toward final grade – 60 points. With 17 students enrolled, 35% successfully scored in the 50–60; 41% scored in the adequate range and only two students scored in the below expectation.
2. Movie Assignment: except for two students who didn't do the assignment, all students scored at least 9 out of 10 points. 88% success rate.
3. PEACE Paper: 82% of the students scored in the 11–12 range of a point total of 12. Two students didn't do the assignment and other didn't follow instructions correctly.
4. Final Exam: 84% of the students scored in the 16–20 range of a 20 point exam; with the remaining students 16% scoring below the passing 16 point threshold.

1b. Report the percentage of students who mastered each outcome that you identified in question 3 of your Part A.

Outcome #1 *

Recognize and evaluate the philosophical assumptions embedded in one's own ideas and the ideas that permeate our culture in order to critically assess the truth and validity of arguments from diverse sources.:

The college should be grateful that I don't teach math. In my plan A, I determined success to be if students' achieved 28 points out of 34 possible for outcome #1 and 30 out of 36 for outcome #3. In actuality, the highest total students could achieve from these two outcomes combined was 58 points but Plan A's total is 70 points, so I need to make an adjustment. Using the actual number, 46 points is the threshold of success and 70% of the class reached this mark.

% of students who successfully achieved the outcome: * 70

Outcome #2 *

Identify and reflect on philosophical arguments from the history of philosophy in order to effectively communicate with others that might have divergent points of view:

Again my math in actually was wrong. The point total for the PEACE paper was 12 points toward the total grade and not 15 as entered in the Plan A. With the total of 12 points, 88% of the students reached this threshold of success.

% of students who successfully achieved the outcome: * 88

Outcome #3 *

Recognize and reflect on the interconnectedness and the historical development of philosophical ideas in order to be conscious of the role philosophical ideas play in one's own culture and the cultures of others:

The REAP assignment was combined with the study questions totals, so I am not able to break them apart. What I wrote in Outcome #1 applies here

% of students who successfully achieved the outcome: * 70

Reflect on your assessment results and provide analysis, considering what contributes to student success and/or lack of success. Include feedback from student course evaluations as appropriate. *

I believe the percentage of success could be higher if the small fraction of students who did not complete their assignments were not counted. Their inability to complete and turn in their assignments is not a reflection on course design, teaching or assessment methods. The four students who failed the class basically either didn't show up for class or never turned in assignments. What I failed to do is enroll them in the PASS program. I don't know if it would have made much of a difference, but their inclusion in this assessment process shows a lower level of success than what I think was it actually is.

While I passed out the website and password for the course evaluation in class, only two students out of 17 completed the evaluations. Until the college creates a more user friendly approach to getting students to complete the evaluations, there is going to be a missing link in assessing the course.

On the positive side, the use of rubrics in the class is tremendous factor in the course being successful. Students regularly report their appreciation that the expectations are clear and fair. Also, I use proficient learning, so the students really appreciate the opportunity to continue to demonstrate an accurate understanding of the texts.

Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, etc.)? *

This course is wired after teaching it for the past 16 years. I do little tweaks here and there. Probably the biggest change I will make is the selection of readings for the REAP assignment. Two or three of them are too complicated for community college students. I had to take a lot of extra time walking the students through the reading.

What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result? *

None at this point.

Were your assessment methods accurate indicators of student learning? Why or why not? Any additional comments?

other than I can't count and the outliers in the class that didn't turn in assignment, I believe the assessment methods are a good indicator of student learning.

(OPTIONAL) Reflect on any adjustments you made from the last assessment of this course and their effectiveness in student achievement of outcomes?

first time through for this class.

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